



Oxford Spires Academy

## KS4 Options Choices

2023

[www.oxfordspiresacademy.org](http://www.oxfordspiresacademy.org)



# Contents

Principal's Welcome	3
The Process Explained	4
Helpful Information	4
How can I choose?	6
English and English Literature	7
Mathematics	8
Science	9
Art & Design	10
Business	11
Computer Science	12
Dance	13
Design & Technology	14
Drama	15
Engineering Level 1	16
Hospitality & Catering	17
Humanities - Geography	18
- History	19
- Religious Studies	20
Media	21
Modern Foreign Languages	22
Music	23
Physical Education / Sport	24
Key Dates	25
Options Form	26



# Principal's Welcome



Dear Parents/Carers and Students

Welcome to the start of the GCSE Options process in what is one of the most important times during your secondary school experience. I am looking forward to meeting with you all to fully explain the process for Options 2023. If you do have any questions following the reading of this booklet then please don't hesitate to get in touch.

This booklet contains information on all Core subjects which students must study, as well as Option subjects available to your child.

The opportunity for students to choose the subjects they study is a very important difference at Key Stage 4, hence the need for an Options Evening. Students should give consideration to the subjects they are interested in, as well as their ability in a particular subject. In addition, thought should be given to how different GCSE or equivalent Level 2 courses fit in with future career or educational aspirations.

At Oxford Spires Academy, we value the partnership we have with parents, and we are confident that we can provide the necessary support and guidance to allow students to make informed choices at GCSE. It is important to us to make the transition from Key Stage 3 to Key Stage 4 as successful and smooth as possible for the benefit of our students.

This guide has been produced to help you understand the kind of work students will be involved in during the next two years as they prepare for their GCSE or equivalent Level 2 course examinations, which will take place in May/June 2025.

## GCSEs, Equivalent Level 2 Courses and Vocational Courses

Almost all of the subjects offered at Key Stage 4 lead to a GCSE or equivalent Level 2 course qualification. Many have an examination at the end of Year 11, and an element of coursework or controlled assessment. Information about coursework and controlled assessment in individual subjects is included in the subject pages further on in this booklet. GCSE or equivalent Level 2 courses give students the background they need to allow them to progress to further studies.

The Vocational courses we offer allow students to access the full range of GCSE grades (9-1) and consist of a mix of theory and practice and are assessed by the teacher and through an external examination. Students will complete a range of assignments, case studies and practical activities and after each assessment will be given a grade which will contribute to their final result.

Kind Regards

A handwritten signature in blue ink, appearing to read 'Rich Corry', with a large, stylized loop at the end.

Rich Corry - Principal

# The Process

All students will study courses leading to GCSE or vocational qualifications.

## *Compulsory GCSEs*

- English Language and English Literature
- Mathematics
- General Science (including Biology, Chemistry and Physics which are worth two or three GCSEs)

## *Compulsory non-examination courses*

- Physical Education
- PSHE (including Personal, Social, Health and Economic Education, Careers, Citizenship, Relationships and Sex Education, Religious Education)

## *Optional GCSEs*

Students will select four further subjects from a broad range of other subjects. This booklet briefly describes all these courses to help students to make their choice.

Students should seek advice from their tutor and teachers to be clear that they are making the right choice. Parents can help their child by asking them to reflect on how successful they are in a subject and how much they enjoy that subject. There are very few subject choices that are career specific at this stage, but it is worth ensuring that no doors are closed to further study. Students should not choose a subject because of their friendship group or which teacher they think may be teaching it. Both those things can change but, once chosen, they will need to study that subject for the next two years.

# Helpful Information

## *What do the GCSE grades mean?*

GCSE grades begin at grade 1 and go up to grade 9.

Grade 4 is considered a “Standard pass” and Grade 5 is considered a “Strong pass”

As parents will be more familiar with the old letter grading system, the grades are roughly equivalent to:

Grades 7 to 9 = old grades A\* & A

Grades 4 to 6 = old grades B & C

Grades 1 to 3 = old grades D to G

## *What is a BTEC or vocational subject? (Sport & Engineering)*

While GCSEs are mostly assessed at the end of Year 11 in formal exams, vocational courses are assessed through a portfolio of completed assignments with shorter exams during the course. While students have fewer exams to take, they do have to produce good regular work to achieve a pass. The courses are designed to be more applied to the workplace and study real life applications of the subject. Sport is offered at Level 1 and 2 and Engineering is offered at Level 1 only. Grades awarded are: Level 1 Pass, Level 2 Pass, Merit and Distinction.

## *What does Level 1 and Level 2 mean?*

This describes the level of difficulty at which a student is working. Level 1 means the students are achieving the equivalent of GCSE grades 1 to 3. Level 2 means they are achieving the equivalent of grade 4 or higher. A Levels are Level 3.



## ***What is the English Baccalaureate (EBacc)?***

The EBacc is a nationally recognised measure of performance. It means you have studied the most academic subjects: English Language, English Literature, Mathematics, Science, Computer Science, Geography or History, Languages.

While it is not compulsory for students to study the EBacc subjects, it is highly recommended if you can. A study by the UCL Institute of Education shows that studying subjects included in the EBacc provides students with greater opportunities in further education and increases the likelihood that a student will stay on in full-time education. Sutton Trust research reveals that studying the EBacc can help improve a young person's performance in English and maths.

The government's ambition is to see 90% of students studying the EBacc subject combination at GCSE by 2025.

## ***How will I pick my subjects***

Your tutor will bring you to a computer room and you will be able to input your option choices online. You will be asked to choose a range of subjects in order of preference.

## ***Can I choose any subject?***

Most students must take the English Baccalaureate subjects which includes a language and a humanity subject. (Geography or History.) A small number of students will take a different pathway. This will be made clear when you log in to the options programme.

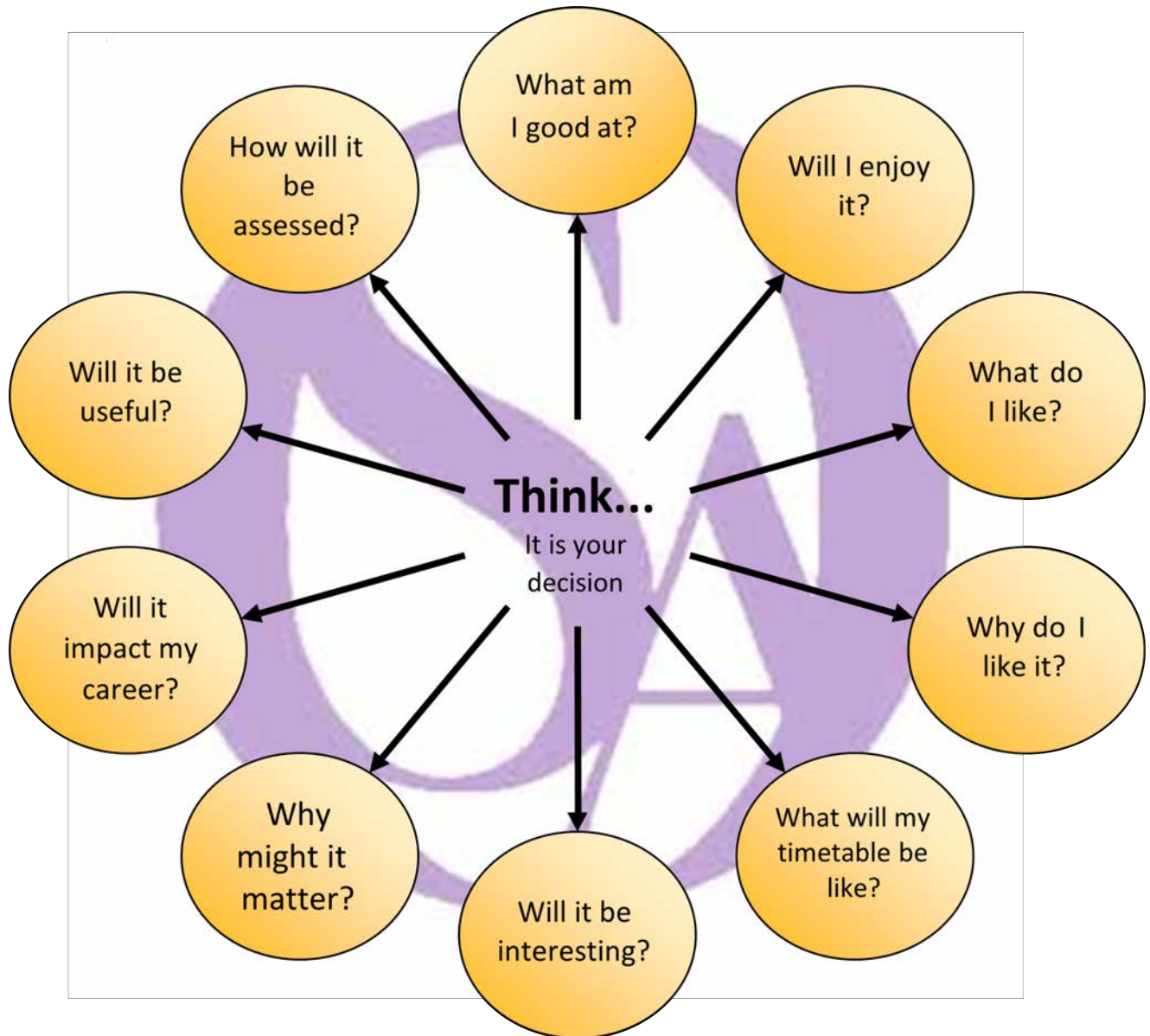
## ***What happens next?***

Once students give us their options, the subjects will need to be organised into the best fit timetable blocks taking every student's choices into consideration. Your tutors and teachers will also review your choices and talk to you if they think you need to reconsider any of your options.

## ***Are my choices guaranteed?***

Unfortunately, No. It may be that the blocks will not fit all your preferred options or there may not be enough teachers available to meet the demand in each subject. Options cannot be guaranteed until you receive your options letter confirming your choices. After you receive your letter you will be able to discuss them with your tutor and, if there is space, you may be able to change your options before the end of the summer holidays.

# Choosing subjects - How can I choose?



## But who will Help me decide?

Form Tutor

Subject Teacher

Parents

Mr Dixon

Mrs Wilkinson

Careers

This course will be assessed through two exams: Paper 1 Explorations in creative reading and writing; Paper 2 Writers' viewpoints and perspectives.

## *Paper 1 Explorations in Creative Reading and Writing*

The aim of this paper is to engage students in a creative text and inspire them to write creatively themselves by:

- In section A, reading a literature fiction text in order to consider how established writers use narrative and descriptive techniques to capture the interest of readers.
- In section B, writing their own creative text, inspired by the topic that they have responded to in section A to demonstrate their narrative and descriptive skills in response to a written prompt, scenario or visual image.

## *Paper 2 Writers' viewpoint and perspectives*

The aim of this paper is to develop students' insights into how writers have particular viewpoints and perspectives on issues or themes that are important to the way we think and live our lives. It will encourage students to demonstrate their skills by:

- In section A, reading two linked sources from different time periods and genres in order to consider how each presents a perspective or viewpoint to influence the reader
- In section B, producing a written text to a specified audience, purpose and form in which they give their own perspective on the theme that has been introduced to them in section A.

## *Edexcel English Literature (Exam board Pearson Edexcel)*

This course will be assessed through two exams: Paper 1: Shakespeare and Post-1914 literature and Paper 2: 19th Century Novel and Poetry Since 1789.

## *Paper 1: Shakespeare and Post -1914 literature*

- Section A - Shakespeare play: a two-part question, with the first task focused on an extract. The second task is focused on how a theme reflected in the extract is explored elsewhere in the play.
- Section B - Part 1: one question comparing a named poem from the Pearson Poetry Anthology 'Relationships' or 'Belonging' collection to another poem from that collection.
- Part 2: one question comparing two unseen contemporary poems.

## *English In Year 9*

In Year 9, you will prepare for GCSEs by learning many of the skills you will need to be successful on the course. The Year 9 curriculum covers an exciting and broad range of texts and topics including novels such as *Of Mice and Men*; a poetry unit that focuses on the presentation on conflict; work on a Shakespeare play and a detailed analysis of the film *Black Panther*. We end Year 9 by reading the recently published Young Adult novel *The Boxer* which explores themes of friendship, race,, family and courage.

The key development in your thinking will be learning how to succeed in exams and assessments so that you can get off to a flying start at GCSE. This will involve close analysis of texts, shared and guided writing, note-making and intensive preparation before showing what you have learned in assessments.

All of this will help you prepare for Edexcel GCSEs in English Language and Literature.

You will study three years of mathematics. The teaching will be widely varied and will include group work, individual work, investigational work and independent study.

You will study and develop various mathematical techniques related to numeracy (working with numbers), algebra (working with unknown quantities), geometry (working with shapes) and data handling (working with real-world information).

In addition to the content of the GCSE Mathematics course, you will also develop skills in reasoning, forming logical arguments, spatial awareness and interpreting and communicating skills.

The assessment for this course is purely examination based, with 3 exams lasting 90 minutes each. Only one of the exams will be non calculator. If you have any questions about GCSE Mathematics then see your class teacher or speak to Mrs Thorne.

## *Concepts*

The learning structure for our mathematics curriculum is based around some key principles:

- Fluency, Mathematical reasoning, Multiplicative reasoning, Problem solving, Progression, CPA approach – Concrete – Pictorial – Abstract, Relevance, Modelling, Reflection, Linking

We aim to cater for students of all abilities through stretch, challenge and support. Our resources are structured to deliver engaging and accessible content across differentiated tiers supported by worked examples, key points, literacy and strategy hints.

Paper 1: Non Calculator

Papers 2 & 3: Calculator allowed

## *Foundation Tier -Topic Area*

Number 22-28%, Algebra 17-23%, Ratio, Proportion and Rates of change 22-28%, Geometry and Measures 12-18%, Statistics and Probability 12-18%.

## *Higher Tier - Topic Area*

Number 12-18%, Algebra 27-33%, Ratio, Proportion and Rates of change 17-23% Geometry and Measures 17-23%, Statistics and Probability 12-18%.

## *Success In Maths*

Students should focus in the moment. Don't think too much about what is next, think about what is now. Success in maths comes from: excellent behaviour; doing your best every single lesson; being in every lesson, doing everything that your teacher instructs you to do; completing every homework set to the best of your ability; revising for assessment and revising properly for end of year or external exams.



Course Title: Combined Science (Trilogy) GCSE or Biology GCSE, Chemistry GCSE and Physics GCSE (Triple Award)

## *Course Content*

All students study the academic content of the Combined Science GCSE with the aim of helping them to make sense of the science they come across in everyday life. They come to appreciate what science can tell them about themselves, the environment and the universe. The Combined Science GCSEs are designed to meet the diversity of students' needs and aspirations and is a double GCSE giving students a double grade worth twice as much as all other GCSEs. Students will study the moral and ethical issues behind current science in the news. They are encouraged to assess the risk behind the science they come into contact with every day and start to make decisions based on scientific knowledge and scientific methods which will help them in decision making throughout their lives.

Students will study genetics, the human body, evolution, how the body behaves in extreme conditions, growth and development and the brain and mind in biology lessons. In chemistry, students study air pollution, how materials are made, the chemistry of salt, the periodic table, chemicals in the natural environment and chemicals in industry. In physics, students study the universe, the electromagnetic spectrum, the generation and use of electricity, forces, electricity and radioactivity.

## *Year 10 Course Outline*

In Year 10 all pupils will study biology, chemistry and physics following the same curriculum. Some classes will follow a foundation tier path that allows them more time to concentrate on core elements of the subject. There is a focus on practising the many skills needed for success at GCSE such as experimental procedure and accuracy with technical language

## *Triple Science*

Towards the end of Year 10 some students will begin to study Triple Science, this involves studying an extra GCSEs worth of content over the remaining teaching time of the course without extra teaching hours.



The decision is made on a student by student basis depending on aptitude shown in assessments as well as teachers' judgement as to whether they can still be successful in completing three GCSEs to a high standard, or if focusing on getting two strong grades would be better for the student.

It should be noted that students who remain on the Combined Science pathway are in no way disadvantaged from further science study at A Level or beyond.

## ***Component 1: Personal Portfolio (60%). Component 2: Externally Set Assignment - Exam (40%)***

Art and Design GCSE provides a foundation for A Level Art and future careers within the creative industries; in areas such as: advertising; architecture; the art and antiques market; crafts; design; designer fashion; film and video; interactive leisure software; music; the performing arts; publishing; software and computer games; and television and radio. The creative industries are the fastest growing employment sector.

- Develop your visual skills
- Experience new and exciting materials, techniques and processes
- Be creative, enthusiastic and imaginative
- Experiment and take risks with your work
- Develop your ability to think innovatively
- Develop cultural awareness and an aesthetic appreciation
- Practice practical application of your own ideas.

GCSE Art and Design covers a range of practical experience across a range of specialisms alongside in-depth written assignments. You will have the opportunity to experiment with different media, techniques and processes in order to explore your strengths and preferences. There are a wide range of options within the different endorsements. The aim of the course is to develop your visual language skills and for you to build a comprehensive portfolio of work that showcases your skill and ideas and to progress to further courses or employment.

### ***Component 1 Personal Portfolio (60%).***

Your portfolio of work will be internally and externally moderated. The portfolio is made up several project units across a range of internally set themes. The coursework (60%) is developed through Years 10 and 11. Coursework will include a range of research, written analysis and practical responses which all build up to refined final outcomes.

### ***Component 2: Externally Set Assignment - Exam (40%)***

You will also create an exam portfolio (40%) based on an externally set theme (set by the exam board), which you will develop and prepare for from January to April in Year 11 and will lead to a final 10 hour exam.

### ***Course Content – Year 10***

In Year 10 you will complete work around set themes and project briefs; focusing on observational drawing, experimenting and building skills across a range of specialist areas, such as drawing, painting, ceramics, photography, printmaking etc. You will develop skills in recording ideas and creating refined responses. You will build your Art historical knowledge and analytical skills by linking your work to the work of others/ artists. You will learn to explore, select and review techniques and processes that will help develop your personal response.

### ***Course Content – Year 11***

In Year 11 you will continue to work on projects started in Year 10, refining your artistic responses. You will receive the exam board brief and start to create your portfolio to support your final 10 hours exam.

## ***GCSE Business – OCR (9-1)***

- Would you like to be your own boss in the future and run your own business?
- Would you like to understand what goes on in the world of work for your future career?
- Would you like to learn business skills such as communication and decision making to help you with your future?

GCSE Business is an excellent choice for anyone either wanting to run their own business or work for a business in the future. Building on key skills such as teamwork, decision making and communication, this course helps equip you better for your future in whatever direction you choose this to be.

## ***What Will You Study?***

The course is divided into 6 units.

- Marketing – Advertising and promotion of a business
- Recruitment – How to get and keep the best staff
- Business structures – How to set up a business and different types of business
- Finance – How to produce financial documents to run a business and see how much profit it is making
- Business operations – How business produces the things we buy
- Influences on business – including the environment and businesses operating around the world

## ***How Will You Be Assessed?***

Two exams at the end of the course, each 90 minutes long.

Some questions will be multiple choice, some will be extended writing to test your ability to explain why you made a particular decision.

## ***Business Studies is the course for you if...***

- You enjoy taking the knowledge and concepts you have learnt and applying them to real life scenarios
- You are interested in exploring the success of a wide range of businesses that exist today
- You are determined and hard-working with a drive towards bettering your analytical and problem-solving skills

## ***What Can You Do Next?***

Business can lead on to many vocational qualifications at college and is a good stepping stone for you in A Level subjects, especially economics, accountancy and of course A Level Business.

Business can be a good subject if you are applying for apprenticeships as it shows you have a good understanding of the world of work.

Do you enjoy maths and science and want to apply your skills in a practical way? Are you creative, an all-rounder and enjoy the challenge of complex problem solving? Do you enjoy the challenge of writing well-structured arguments? Do you have a passion for computer technology? Are you fascinated by computer code and want to learn the Python programming language? If so, then GCSE Computer Science is the ideal course for you!

There will be two written exams, each worth 50% of the total mark. Both exam papers are non-calculator papers. During the course you will complete several programming projects, teaching you knowledge and experience needed in section B of the second paper exam.

**The OCR J277 course provides excellent progression into AS and A Level Computer Science (H046 & H446).**

### ***Paper 1 Computer Systems – 80 marks – 90 minutes***

- Systems architecture, memory and storage – how computers are designed and work.
- Data representation – how numbers, characters, sound and images are stored as binary codes.
- Wired and wireless networks – how computer networks are designed and work.
- Systems software and security – the role of the operating system and keeping networks safe.
- Ethical, legal, cultural and environmental concerns

### ***Paper 2 Computational Thinking, Algorithms And Programming – 80 marks – 90 minutes***

Section A: 50 marks

- Computational thinking and algorithms – methods for sorting and searching lists.
- Logic and languages - Boolean logic and computer related mathematics.
- Programming – in Pseudocode & Python culminating in a coding projects using arrays, files and string handling. This experience is tested in section B.

### ***Section B: 30 marks***

- Assesses students' practical programming skills and their ability to design, write, test and refine programs.





- NEA Practical – Choreography (30%)
- NEA Practical – Performance (30%)
- Written Paper – Dance Appreciation (40%)

Dance GCSE provides a wonderful opportunity for students who love to dance but also want to develop a deeper theoretical understanding of dance. It is a physically demanding course, where core strength and physical fitness play a large part in your success. If you are interested in;

- Creating your own choreography for performance
- Learning and performing set pieces and motifs
- Excited to learn about all styles of dance
- Interested to develop a deeper understanding and appreciation for dance theory

GCSE Dance is an exciting new course that might be perfect for you. If you dance or do gymnastics outside of school this will be beneficial but not essential. You do, however, need to be fit as the course is very practical and requires a high degree of commitment and motivation.

## *Component 1*

### *Performance*

Set phrases through a solo performance (approximately one minute in duration).

Duet/trio performance (three minutes in a dance which is a maximum of five minutes in duration).

### *Choreography*

Solo or group choreography – a solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes)

## *Component 2 – 1hr 30 Minute Written Exam- Dance Appreciation*

- Knowledge and understanding of choreographic processes and performing skills
- Critical appreciation of own work
- Critical appreciation of professional work

## *Course Content – Year 10*

In the first year you will look at the six set works for Component 2 – making links and developing your understanding in order to help shape your own performance and choreography work. You will look at a range of different dance styles and fusions of style, a selection of established and emerging choreographers, a variety of choreographic approaches, different choreographic structures and inclusive dance and dance influenced by other cultures. You will explore working as a soloist, in duets and trios and as a large ensemble.

## *Course Content – Year 11*

In the second year you will complete both your performance and choreography performances and consolidate your knowledge and understanding for Component 2. Much of the course is practical in order for you to understand the theory behind the practice.

- NEA Design and make - 50%
- Written paper - 50%

The Design and Technology GCSE will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors.

The course is challenging, demanding but most importantly rewarding. Through its application of mathematics and science to solve material problems it provides learners with a cross curricular opportunity to develop a deeper and greater understanding of their GCSE subjects.

## ***Component 1*** - Design and Technology in the 21st Century - Written examination: 2 hours

A mix of short answer, structured and extended writing questions assessing candidates' knowledge and understanding of:

- Technical principles
- Designing and making principles along with their ability to analyse and evaluate design decisions and wider issues in design and technology.

## ***Component 2*** - Design and make task Non-exam assessment: approximately 35 hours.

A sustained design and make task, based on a contextual challenge set by EDUQAS, assessing candidates' ability to:

- Identify, investigate and outline design possibilities
- Design and make prototypes
- Analyse and evaluate design decisions and wider issues in design and technology.

## ***Course Content – Year10***

In the first year the subject is taught through design and make tasks (DTMs). These tasks provide pupils with a vehicle to develop knowledge and skills in

- Identifying and investigating design possibilities
- Developing a design brief and specification
- Generating and developing design ideas
- Manufacturing a prototype
- Analysing and evaluating design decisions and prototypes

The tasks are carefully managed in a safe environment, allowing pupils to make progress and grow in confidence, which results in them being more creative and take risks with their solutions to design problems.

The subject is not material specific and will requires pupils to develop knowledge working with a range of materials.

## ***Course Content – Year 11***

In the second year they will start work on component 2 (NEA). They will be given a context from the examination board and will be required to identify a design opportunity, within that context, and use the design process to manufacture a solution.

NEA - Devising (40%), Visiting External Examiner - Performance from text (20%), Written Paper - Theatre Makers in Practice (40%)

Drama GCSE is about developing life skills, being creative, performing and working collaboratively. If you enjoy working in groups often under pressure, sharing ideas, negotiating, discussing and performing, creating and performing, reflecting and reviewing your work and the work of others, watching live theatre and analysing the impact on the audience - Drama GCSE could be for you!

You will practically explore a range of stimuli, take responsibility for your own creative decision making, organise rehearsal time - in order to refine and develop your own scripted and devised pieces for performance. The ability to evaluate your work and the work of others, is essential – this is done through a written portfolio that documents the process of creation. You are encouraged to see as much live and live streamed theatre as possible, ‘magpieing’ ideas to shape your own practitioner inspired performances, gaining a deeper understanding of the role of; actor, designer and director. Drama at GCSE is great fun but academically very challenging, it places a heavy emphasis on high quality performance and academic understanding – it’s for the confident and creative who want to be centre stage!

## *Component 1- Devising*

You will create a piece of original drama based on a given stimuli – this may be a book, poem, picture or piece of music. As you create your performance you make a written record of the creative process. After you have performed your piece of original devised drama to an audience, you will reflect on the creative process and analyse its success by means of a written portfolio. The written supporting portfolio is made up of six questions, designed to guide your individual evaluation.

## *Component 2 - Performing*

You will perform two sections from a published script for an external examiner. These can be monologues, duologues and ensemble pieces involving up to six performers. It is advisable for you to pick two different groupings – for example a monologue contrasting with an ensemble, however, they must come from the same text. You will also need to complete a short, written rationale that explains your creative intention.

## *Component 3 – Theatre Makers In Practice*

Finally, a written exam draws together the practical and theoretical elements of drama and theatre. You will complete a live review based on a piece of live or live streamed theatre you have seen and studied. You will study one performance text as an actor, as a designer and as a director in order to answer questions on *The Crucible* by Arthur Miller.

## *Course Content – Year 10*

In Year 10 you will complete a unit on practitioners, to gain understanding in how to create work in a specific style. You will learn how to use a range of explorative strategies, to develop ideas for the given stimuli for Component 1. You will complete Component 1 – both the original performance and written portfolio (40% of the course). Finally, at the end of Year 10 you will complete a mock Component 2 performance exam.

## *Course Content – Year 11*

In Year 11 you will complete your scripted performance exam and after Christmas you will start the preparation for the Component 3 exam exploring *The Crucible* by Arthur Miller. Work you have completed in Component 1 and Component 2 will also help you understand the role of actor, designer and director.

who are interested in a career in engineering and would like to acquire a basic level of knowledge and understanding about the engineering sector.

Pupils will demonstrate their engineering capability by accurately producing practical work from a working drawing provided by the exam board. These will be supported by a written report detailing how the tasks were completed.

## *What Does This Qualification Cover?*

This qualification has one core mandatory unit which provides learners with an introduction to working in the engineering sector, and 18 optional units from which learners will select 3 units. Each of the units consist of practical tasks which are supported by a written report.

## *Areas That The Units Cover Are:*

- Introduction to Machining Engineering Materials
- Introduction to Cutting, Forming and Assembling Engineering Materials
- Introduction to Joining Engineering Materials

## *What Could This Qualification Lead To?*

Typical job roles include: Mechanical Fitter, Maintenance Engineer, Manufacturing Engineer, Electrical Engineer, Electronics Engineer, Sheet Metal Worker and CNC Operator.





This qualification in Hospitality and Catering is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food origin and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical skills, development and understanding of the food and catering practices and industry.

## *Food Preparation Skills Are Integrated Into Five Core Topics:*

- Understanding hospitality and catering industries
- Health and safety
- Food, nutrition and health
- Meeting customer needs
- Operating hospitality businesses

## *Unit 1 Hospitality And Catering Exam*

Written examination: 1 hour 30 minutes (40% of the qualification) (90 marks)

This will assess students knowledge and understanding in relation to the 5 core topics. The exam will have a range of short and extended answer questions.

## *Unit 2 Practical Controlled Assessment*

Non-examination assessment: internally assessed, externally moderated.

9 hour practical exam

60% of qualification (120 marks)

Students receive and respond to a learner assignment brief over a time frame of 9 hours

- 3 hours - To research
- 3 hours - To identify and plan meal
- 3 hours - To make and present two high quality dishes that meet the assignment brief requirements



## *Why Should You Choose This Subject?*

Have you heard that the flap of a butterfly's wing in the Sahara can lead to a hurricane over the Caribbean? Geography will help you understand where this idea came from and why it is improbable. Studying geography at GCSE will help you to understand many aspects and features of our complicated world. It is a subject about the past, present and the future. You should take this course if you are interested in the world around you and want to understand more about people, places and the environment. Geography also helps prepare you for a wide range of careers and is a qualification that is favoured by employers in this country and beyond!

## *How Will I Learn?*

In geography lessons, you will get the chance to make BIG decisions about the planning and management of major projects, investigate crimes and the expensive mistakes made by the worlds' superpowers! You will use ICT to help you learn about real life issues and you will visit some different places to experience what you have learnt about in class. This will build on the skills and knowledge you learnt in Year 7, 8 and 9 and develop your thinking so you will be able to succeed in exams and assessments.

## *How Will I Be Assessed?*

There will be three exams and each one will be 1 hour and 30 minutes long. Each will contain a mixture of different style questions ranging from multiple choice to longer written answers.

Paper 1 – Global Geographical Issues will assess topics including: hazardous earth, development dynamics and the challenges of an urbanising world.

Paper 2 – UK Geographical Issues will assess topics including: The UK's evolving physical landscape, the UK's evolving human landscape and geographical investigations (fieldwork).

Paper 3 – People and Environment Issues is a decision making assessment. The topics included in this include: people and the biosphere, forests under threat, consuming energy resources.



The course will develop students to become effective, independent and resilient learners and use historical enquiry to enhance critical and reflective thinking. Students will develop the ability to ask relevant and considered questions about the past and to critically investigate historical issues and sources.

## *Changes In Crime And Punishment In Britain, c.500 To The Present Day*

This topic will cover how Crime and Punishment in Britain has changed since the Anglo-Saxon period to present. We will cover topics such as Vagrancy, heresy and treason in the 16th Century and 17th Century; the growth of smuggling and highway robbery in the 18th Century; Bow St. Runners; Peel and the setting up of the Metropolitan Police in 1829; the purpose of punishment in public over time, from humiliation to public execution; the concept of banishment in the eighteenth and nineteenth centuries; the use of prisons to punish and reform in the nineteenth century.

## *Elizabethan England*

This course is designed to give you a clear understanding of the upheaval that occurred during Elizabeth's reign, and how it is still relevant today. You will look at; The coronation and popularity of Elizabeth I. The importance of popular entertainment; cruel sports; the Elizabethan theatre. Contrasting lifestyles of rich and poor; homes and fashion. Causes of poverty; issues of unemployment and vagrancy. The fate of Mary, Queen of Scots. Reasons for the Armada; war in the Netherlands. Course of the Armada – events in the Channel, Calais, 'fireships' and return to Spain. Catholic and Puritan threats to Elizabeth's life.

## *Germany In Transition, 1919-1939*

Why did millions of Germans vote for the Nazi party? How did Germany defeat in WW1 lead to the Nazi party? How were different groups treated by the Nazis? These are the kinds of questions we will explore in this course, alongside events like; The aftermath of WWI on Germany. Issues faced, 'Golden Age' and the failure of the Weimar Republic. Hitler's process to becoming the Fuhrer, the use of propaganda, rallies, radio and cinema in controlling the German people. Resistance of the German people and causes of WWII.

## *The Development Of The USA, 1929-2000*

In this course we will look at how the USA developed from isolationist country to the dominant Super Power. We will also explore how the lives of US citizens changed during this time, from Rock-n-Roll to the first games consoles, from racism to equality. Topics will include; The causes and consequences of the Wall St. crash and the Republican response. The development of the status of black Americans through Little Rock High; Montgomery Bus Boycott; the roles of Martin Luther King and Malcolm X. Changes in youth culture and student protest including the changing role of women. International relations change in the Cold War such as; the Cuban Missile Crisis; US involvement in Vietnam. As well as changes in music, entertainment, media and literature.

This is a linear qualification in which all exams are taken at the end of the course in the summer of Year 11. All assessments will be by examination. Exams will look for students to demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements in the context of historical events studied. History is a useful qualification for those who wish to go onto study any A level subject. The GCSE is also looked for by universities and can assist in jobs such as journalism, law, teaching, politics or media.



The course is split into three main sections. Each year students are given a bespoke course book that contains all the notes they need for class and for revision. It also has spaces to complete exam practice questions and space for feedback and crucial redrafting to increase progress.

Religious Studies enables you to:

- Learn to put your views across in speech and in writing in a structured and confident way
- Be able to respond to complex issues maturely
- Appreciate the way that thought, and belief have developed.
- Explore your own belief and opinion about a wide variety of topics; from the way society should live and the basis for valid rules, to the way we understand and describe spirituality and a sense of the 'other'.

## *Philosophy and ethics in the modern world*

Students will explore philosophical and religious responses to a wide range of topics including the nature of good and evil, human rights, euthanasia and concepts of wealth and poverty

## *Christianity: beliefs and practices*

Teachings, beliefs - This includes the life and teachings of Jesus, confirmation, Eucharist and different types of worship. Practices – This includes teaching about infant and adult baptism, confirmation, Eucharist and different types of worship.

## *Islam: beliefs and practices*

Teachings, beliefs - This includes the life and teachings of Muhammad (pbuh), beliefs about God (Allah) and beliefs about life after death. Practices - The Five Pillars of Islam, festivals and Jihad

## *Why study Religious Studies?*

Religious Studies helps students to develop the core critical thinking and interpersonal skills they will require in life.

They will do this by exploring a range of philosophical and ethical issues from a wide variety of perspectives. These will include Christian, Humanist and Buddhist/Islamic views. Students will develop the ability to empathise with and think critically about the ideas and the different responses to them before formulating their own conclusions.





Written Paper – Exploring the Media (40%), Written Paper – understanding Media Forms and Products (30%), NEA - Creating Media Products (30%)

Media GCSE provides a wonderful foundation for A Level Media with a view to study at university. If you are interested in; Print Media, Television, Video Games and the representations of gender, society and politics - GCSE Media may be the subject for you!

The course focuses on developing the skills and knowledge around a range of media industries, representations and the impact of Social, Historical and Political events. You will focus on:

Media Language – how meaning is created through decisions made in the production process.

Media Representations – the ways in which groups of people and events are presented in the media.

Media Industries - how different industries go through processes to create, develop and produce.

Media Audiences – how different audiences respond to products and what engages them.

You will work as individuals and small groups to discuss and practically explore concepts in order to contextualise theoretical understanding. It's worth noting GCSE Media – isn't about watching telly, playing video games or going to the cinema on a Saturday, it's about understanding the theory behind a multi-billion-dollar industry.

## ***Component 1 – 1 hr 30-Minute Written Exam***

Section A: Exploring Media Language and Representation – This could feature Advertising, Magazines, Newspaper or Film Posters. This section will assess your ability to analyse media products and discuss your understanding of representations through different case study products we have studied in depth. Section B: Music - This section will assess knowledge and understanding of media language, representation, media industries and audiences.

Section B: Exploring Media Industries and Audiences - This section will assess your knowledge and understanding of key media Industries. You will need to show your understanding of the process involved in different industries and how audiences respond to different products. This could feature Newspapers, Film, Radio or Video Games.

## ***Component 2 – 1hr 30-Minute Written Exam***

Section A: Television - this section will assess your knowledge of how meaning is created and contexts around media products. You will use an extract from a Crime Drama to respond to questions showing understanding of Genre, characters, setting and narrative.

Section B: Music Videos, Artists and Online Participatory Media - This section will assess knowledge and understanding of representations and how media industries use typical conventions.

## ***Component 3 – Media Production.***

You will complete research, planning, production and reflective analysis on one of the following areas of the media - Television, Film, Magazines, and Music Advertising

## ***Course Content – Year 10***

In Year 10 you will study, Advertising, Magazines, Film, Video Games and Music Videos.

## ***Course Content – Year 11***

In Year 11 you will study, Television, Radio and complete the NEA Coursework Component.

If you enjoy communicating with others, finding out how language works and discovering different countries and cultures then you will excel in Modern Foreign Language GCSE.

We offer French, German or Spanish and these subjects will enable you to share your interests and opinions with other speakers of your chosen language. You will have an international dimension to your GCSEs, which is increasingly important and sought by higher education institutions as well as employers.

You will develop a range of skills which will be useful in whatever career route you choose, for example, the ability to communicate effectively with others, to speak out in public, to use different problem-solving strategies and so on. All of this will give you opportunities to work abroad or for British companies who have international links. Employers are increasingly looking for those who are able to offer a foreign language.

The language, grammar and skills you have already learned during Key Stage 3 have prepared you to take on a GCSE in your chosen language.

You will build on the topic areas you have been studying and have the opportunity to move on to new topic areas such as basic language of the internet, job advertisements/applications, work experience, customer service and transactions.

## ***This GCSE Will***

- Require independent and spontaneous use of the target language
- Focus on the culture and identities of the countries and communities where the language is spoken include translation activities
- Require students to ask questions in the speaking element
- Include questions in the target language, some of which will be linked to short extracts from literary genres

It will have contexts linked to themes relating to:

- Identity and culture
- Local, national, international and global areas of interest
- Current and future study and employment

## ***Assessments***

- Speaking - 25% Exam at the end of the course - conducted by your teacher
- Writing - 25% Exam at the end of the course
- Listening - 25% Exam at the end of the course
- Reading - 25% Exam at the end of the course

NEA-Performing (30%), NEA-Composing (30%), Written Paper-Listening and Appraising (40%)

Music GCSE is about being the best musician you can be. It will provide you with the opportunity to;

- Develop your performance skills (ideally grade 5 or above)
- Develop your composition skills
- Work on improving your listening, appraising and theoretical understanding of music.

If you want to develop these skills and already play a musical instrument or sing, music would be a great choice for you! You will work collaboratively with other musicians on ensemble performance tasks, you will also gain experience of using a range of music programmes; MuseScore and Logic to compose, providing the perfect foundation to go on and study Music A level or Music Technology. The final written exam is based on a range of music taken from various periods and genres, designed to engage and challenge your understanding of music. If you do not play an instrument or sing, read music or have a good understanding of music theory – you will be at a massive disadvantage. Music GCSE is very different from music at KS3.

## *Component 1- Performing*

You will take part in numerous performances over the duration of the course. For your final submission you must submit two performances, a solo on your main study instrument and an ensemble. These can be taken from work completed in school, work completed with bands and ensembles outside of school or with various bands and choirs – for vocalists. The assessment is all based on your ability to play an instrument or sing to a high standard.

## *Component 2 - Composing*

You will complete several compositions over the duration of the course – a range of ‘free’ compositions and composition work that must be completed to a given brief. At the end of the course, you will submit your best response to a given brief and your best ‘free’ composition. Once again, the quality of your composition will be significantly better if you already have a good understanding of basic music theory before starting GCSE.

## *Component 3 – Listening and Appraising*

Finally, a written exam draws together the practical and theoretical elements of music. This unit is subdivided in four Areas of Study (AoS). You will need to know and understand music from a range of different periods and places; AoS 1 – Instrumental Music 1700 -1820, AoS2 – Vocal Music, AoS 3 – Music for Stage and Screen and AoS 4 – World Music Fusions. There are both short answer questions, dictation questions and an extended response essay style question.

## *Course Content – Year 10*

In Year 10 you will complete a units on: Musical Language and Composition using a range of computer programmes. Performing, Music Theory and Music Vocabulary. Solo and Ensemble Performing and Composing plus develop knowledge on all four AoS for Component 3.

## *Course Content – Year 11*

In Year 11 you will complete units on: Analysis and Listening – Consolidation of AoS. Final Solo and Ensemble Performances, Final Compositions and Exam Technique and Preparation.

## *Assessment*

This is a linear qualification, this means that all students will sit their exams and submit non-exam assessments at the end of the course. You will be assessed across two exam papers (worth 60% of the GCSE) and practical performance (worth 40% of the GCSE).

## *Unit 1*

In unit 1 students study the human body and movement in physical activity and sport.

You will learn applied anatomy and physiology (the human body and how it works in sport), movement analysis, physical training and how to interpret data.

## *Unit 2*

In this unit students will study socio-cultural influences and well-being in physical activity and sport.

You will learn socio-cultural influences on sports participation, sports psychology, health, fitness and well-being and how to interpret data.

## *Non-Examination Assessment*

You will be assessed across a range of sports, whereby performance in 3 sports will be selected as your assessment. You will be assessed in the role of performer/player in a team and individual sports. You will also learn how to analyse performance to bring about improvement in your chosen sport.

On completion of this course, students will be able to access the Level 3 (Post-16) courses in sport and physical education with a view to working in the sporting industry.



## Level 1/ 2 Technical Award in Health & Fitness

EXAM BOARD  
Pearson Edexcel

The Level 1/2 Technical Award in Health and Fitness is designed for learners who want an introduction to health and fitness that includes a vocational and project-based element. The qualification will appeal to learners who wish to pursue a career in the health and fitness sector or progress onto further study. The NCFE Level 1/2 Technical Award in Health and Fitness (603/7007/5) complements GCSE qualifications. It is aimed at 14 to 16 year olds studying key stage 4 (KS4) curriculum who are interested in the health and fitness sector. This qualification is designed to match the rigour and challenge of GCSE study. The qualification is graded at level 1 pass, merit, distinction and level 2 pass, merit, distinction and distinction\* (equivalent to GCSE grades 8.5 to 1).

**Examined Assessment 40% - written exam set by NCFE**

**Non-exam assessment 60% - written piece of coursework set by NCFE**

## *What will the learner study as part of this qualification?*

This qualification will promote the learner's understanding of:

The structure and function of body systems, the effects of health and fitness activities on the body, health and fitness and the components of fitness, the principles of training, the impact of lifestyle on health and fitness, testing and developing components of fitness, health and fitness analysis and setting goals, planning, developing and taking part in a health and fitness programme and understanding how to prepare safely.



# Important Key Dates

*Year 9 - Options Evening - Thursday 26th January 2023 5.30-7.30pm*

*Deadline for options to be submitted - Thursday 23rd February*

If you have any questions regarding Options, Please contact Mr Dixon. [mdixon@spires.anthemtrust.uk](mailto:mdixon@spires.anthemtrust.uk) or Miss Wilkinson. [mwilkinson@spires.anthemtrust.uk](mailto:mwilkinson@spires.anthemtrust.uk)



# Notes

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